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ABSTRACT

Questionnaires were mailed to 250 private 2-year colleges to ascertain their concerns, problems, issues, needs, and plans. Outstanding or representative examples of innovation and experimentation in the colleges were identified. In addition to the questionnaire, a series of regional conferences, at which the comments and reactions of junior college leaders were elicited, were held. The five questions that comprised the questionnaire were: 1. What are the real and distinct advantages of the private 2-year college? 2. What are the chief issues or problems facing your college now? 3. What are the best avenues of opportunity to assure that the private 2-year college is a vital segment of higher education? 4. How can AAJC, et al., help? Immediately? Long range? and 5. What is your college doing about which you are enthusiastic? Programs, innovative teaching and study techniques, community services, etc.? Replies to each of the questions are analyzed. Recommendations are made as related to National Leadership, Government Assistance, Public Information, Consulting Services, Institutional Cooperation, Teachers: A Special Breed, Community Partnership, and Alertness to Change. (DB)

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THE PRIVATE COLLEGE STUDY

A Report to the American Association of Junior Colleges

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JC 740 377

THE PRIVATE COLLEGE STUDY

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INTRODUCTION

To identify and report the concerns, problems, issues, needs, and plans of the non-public two-year colleges of America has been the major purpose of this study, an undertaking made possible by a portion of the grant from the Alfred P. Sloan Foundation to the American Association of Junior Colleges. In addition, the study has attempted to identify and describe some outstanding or representative examples of innovation and experimentation in these colleges, as they respond to the rapid changes which affect all higher education as this decade concludes.

An essential aspect of the study has been to determine how the private two-year colleges can participate as a viable segment of higher education, how they can increase their educational effectiveness, and how they can be best assisted by AAJC and other agencies and organizations. This project will have some lasting worth if it helps to define the rightful place of these colleges in the mainstream of education. They have played too vital a role to be overlooked at this critical moment.

The study was designed to give every private junior college the opportunity to be heard. What is it that concerns them? What have their institutions been doing? How are they equipped to cope with new opportunities and challenges? Where do they go from here? To this end, a

questionnaire was devised which was simple, direct and yet conducive to a full and uninhibited response. In addition to the questionnaire, a series of regional conferences was planned, at which the comments and reactions of junior college leaders were elicited. These meetings are described elsewhere in this report.

In one sense, this extensive solicitation of private college opinion was to be a comprehensive round-up of the comments that are heard, for example, when private college people get together at a national meeting of AAJC. These conversations at conventions, always too brief and often interrupted, deal with a copious package of topical problems: how to make ends meet, government assistance programs, state aid, fund raising methods, community projects, recruiting students, improving teaching, and uniting in the common cause of the non-tax-supported institutions.

Although more than 250 institutions to which the questionnaire form was mailed included a sizable number of very small and remote colleges, often specialized or engaged in preparation for the religious orders, approximately two-thirds responded. A gratifying aspect of the response was the evident fact that busy presidents and other officials took time and care in answering the questions. The answers certainly reveal the diversity of the private ranks, the great range of institutions from large to small,

city to country, and arts to technologies, and the widespread scope of private college activities and services. Of course the need for financial assistance is urgent and shows through in nearly all the replies, but there also is, in most cases, a sophisticated awareness that the viability of the private sector can only be augmented by fresh and resourceful approaches to problems old and new, and not merely by repetitious pleas for money.

Last May the private junior colleges received notice of this undertaking when the outline reproduced on the next page was distributed from the office of the Executive Director of AAJC. This was designed to acquaint the colleges with the purpose and scope of the study, and means of implementation. The questionnaire, which was mailed later that same month, is reproduced on the page following the outline.

May 1, 1968 PLANNING STUDY: The Private Junior College and AAJC Services

Tentative Design for AAJC Study of the Private Junior College

I. PURPOSES

A. To identify and report the concerns, problems, issues, needs, and plans as identified by the colleges.

B. To identify and describe outstanding examples of institutions in the process of adaptation.

C. To identify and recommend the appropriate role of the AAJC and other agencies/organizations in the development of methods and solutions to the basic problems.

II. IMPORTANCE OF THE STUDY

A. Private junior colleges comprise a prominent segment of the national institutions of higher education. They face a variety of problems, concerns, and needs. With such problems, concerns, and needs adequately identified, there can emerge proposals to not only alleviate these conditions, but to constructively suggest directions in which the colleges can most vigorously perform their proper roles.

B. The study will be of value by identifying new ideas and techniques which can vitalize and validate the role of the private college.

C. The study will search out and cite innovative and resourceful enterprises which some of these colleges are already offering in adapting to pressing social and community needs.

D. The study will result in a major position statement of the AAJC regarding the private colleges and what additional services it and other agencies need to establish to support significant private college programs.

III. METHODS OF STUDY

A. Analyze available statistical data regarding numbers, kinds, accreditation, dates of establishment, participation in the AAJC.

B. Identify leadership personnel in the private junior colleges who can assist in conducting the study.

C. Utilize questionnaire to identify the concerns, problems, issues, and needs.

D. Conduct four regional type workshops of colleges selected on the basis of responses to the questionnaire.

IV. REPORT

A. A report on the study will be submitted to the Executive Director, AAJC by December 31, 1968.

American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D.C. 20036
Telephone: (202)--462-4031

May 1, 1968

PRIVATE TWO-YEAR COLLEGE QUESTIONNAIRE

_____
(name of college)

_____
(city) (state)

1. What are the real and distinct advantages of the private two-year college?

2. What are the chief issues or problems facing your college now? (please rate in order of importance)

3. What are the best avenues of opportunity to assure that the private two-year college is a vital segment of higher education?

4. How can AAJC help? Immediately? Long range? What kinds of help are needed from other sources (professional associations, foundations, state departments, etc.)?

5. What is your college doing about which you are enthusiastic? Programs, innovative teaching and study techniques, community services, etc. If so, please describe. We are seeking outstanding examples of this sort.

_____
(signature and title)

_____
(date)

LABELS

This study has generally referred to the "private" two-year college. Historically, within the junior college movement in America and within the AAJC, in particular, a distinction has been made between "public" and "private" institutions. Moreover, the term "independent" has been retained for those non-tax-supported institutions not having denominational ties. Nevertheless it should be noted that in a society increasingly perturbed by the baleful social and educational effects of exclusivity, the term "private" assumes a pejorative ring. Many junior college leaders are aware of this, and it has been frequently suggested that this study refer to independent rather than to private colleges.

In a list of recommendations approved at the Annual Conference of Two-Year, Accredited, Independent Colleges for Women, held in October 1968 at Westbrook Junior College, the following statement was included:

"The terminology describing two-year colleges should avoid lumping all institutions in the general category of "community colleges". It was also the consensus of those attending the Conference that "independent" was preferred as a descriptive word over the word "private".

This fairly expresses the feeling that most private college people wish the general public would neither confuse their institutions with public community colleges nor with proprietary schools. All the private junior

colleges referred to within this report are incorporated as non-profit institutions, duly licensed in accordance with state requirements.

For purposes of the report, the original usage has been maintained, but care should be taken to clarify the proper function of these colleges. Identifying and clarifying the proper function of the private college is clearly a continuing task, especially for the institutions themselves. This report, begging a privilege of convenience, refers to all the non-public or non-tax-supported colleges as "private", distinguishing, as has AAJC, within that category between independent and church-related colleges.

Perhaps a new label is in order. Certainly, no one is better aware than the thoughtful leaders in our strongest private colleges of the urgent need for common action against snobbishness and prejudice and of the enriching effects of a diverse constituency. If the term "private" has become more misleading than descriptive, redefinition should be considered.

THE COLLEGES

When a group of educators, including a sizable number of presidents from representative private two-year institutions, gathered in Washington several years ago to consider the problems and issues of our independent and church-related two-year colleges, they could most readily agree on the fact of heterogeneity and of the "uncommonness" which brought them together. Indeed, it is this condition of great diversity which has contributed to the particular identity of private junior colleges in this country and which must always be taken into account in examining them. There are marked differences in stated purpose, in selection of students, in program, in faculties, and in size.

The 1968 Directory, American Association of Junior Colleges, listed 264 such colleges in this country and its territories. The great majority of them offer residential facilities, but most of them also take a substantial number of day students.

The distribution of these institutions is nationwide. Forty two states, the District of Columbia, and Puerto Rico are represented, but the concentration is in New England, the Middle States, the South, and a section of the Midwest stretching from north of Chicago to Missouri. Historically, some of these private colleges were once seminaries or secondary schools of

the nineteenth century - one dates back to 1828 and two others to the 1840's. The "typical" (to employ a term which should be assiduously avoided in this study) private two-year college is about thirty years old. A considerable number came into existence between the two great wars, and the two decades, the 1940's and 1950's, accounted for eighty eight new private institutions. Of recent years the figure has reached a plateau, and those now being formed are offset by those merging or becoming four-year colleges or, in some few instances, closing their doors.

Tuition charges vary widely depending upon the nature and purpose of the institution. Some of the independent residential colleges of this sort have tuition rates that compare with the charges at our costlier four-year institutions. Certain of the junior colleges with religious affiliation have the lowest tuition charges one can find in this country. All these institutions provide some assistance through scholarships, loans or work programs. A few have developed extensive cooperative work-study arrangements.

In general, the two-year non-public colleges have smaller student enrolments than the other colleges. Although one such institution had an enrolment of 5579 and thirty three enrolments in excess of 1000 students, half of the private junior colleges have student populations between 500 and 1000. Forty seven have enrolments of less than 100, and the smallest

listed in the last Directory (1968) had a population of ten students. Despite the fact that the small size of the typical private college is considered a virtue, one can certainly wonder if some of these places are not operating far below a minimum point of economic efficiency and academic enrichment.

The enrolment in public two-year colleges increased from 750,000 in 1961 to 1,900,000 in 1968, according to Office of Education figures. In the same period the number of public two-year colleges grew from 405 to 708. During this recent span of time, the private junior colleges, by contrast, have tended to stabilize at an enrolment of approximately 145,000 in about 260 institutions. In fact, the 1969 Directory will show a net loss of ten private two-year colleges. During the past year ten such colleges ceased operations. Seven others became four-year institutions.

The new AAJC Directory, published in 1969 and showing figures for 1968, will give the following regional distribution of private junior colleges.

	No. of Colleges	Enrolment
Western	4	913
Northwest	6	1,397
North Central	62	27,169
Southern	80	40,525
Middle States	66	37,075
New England	36	31,788
	254	143,152

Sixty per cent of the non-public institutions in the two-year category have denominational ties, 68 of them Roman Catholic, 25 Baptist, 20 Methodist, and 56 listed among the other Protestant groups. The extent of church influence on the programs varies greatly. Some of these institutions are primarily pre-theological colleges. In others, by contrast, the religious requisites are but nominal. The independent institutions, which do not have church-related arrangements, number 105. These are usually under the control of a self-perpetuating board of trustees and are, of course, non-profit corporations.

Most of these colleges are coeducational but there are 74 private junior colleges for women and 28 for men. Most non-publics stress the transfer function and provide through their curricula for continued education at the third year of the baccalaureate college or university. Many have transfer agreements with receiving colleges. Nearly all these institutions also provide career-oriented programs and enough flexibility to permit the student to move from one program to the other.

A few of the institutions are technical institutes, offering a highly specialized and career-directed curriculum, usually in the engineering and electronics technologies. Some others, as has been noticed, are preparing their students to enter religious orders. Several are military institutes.

Certainly the variety of programs and educational opportunities is plentiful and it is safe to state that any high school graduate in this country can find in one of these colleges the course of study he is seeking. It is equally fair to state that in some such college every high school graduate has the opportunity to continue his education. The diversity in higher education espoused by the private junior colleges insures broad acceptance and maximum opportunity for continuing education.

Included in the mailing for the 1969 Directory was an additional set of questions pertinent to this study. The questions and responses are given below.

1. "What is your estimate of total capital investments in your college?"

   169 colleges responded to this question. The total of these responses indicate a total investment of $508,364,706 in these colleges.

2. "How many buildings do you have in your college?"

   This question was further broken down into the number of classroom buildings, dormitories and other buildings.

   172 colleges responded to this question. Following is a tabulation of the responses.

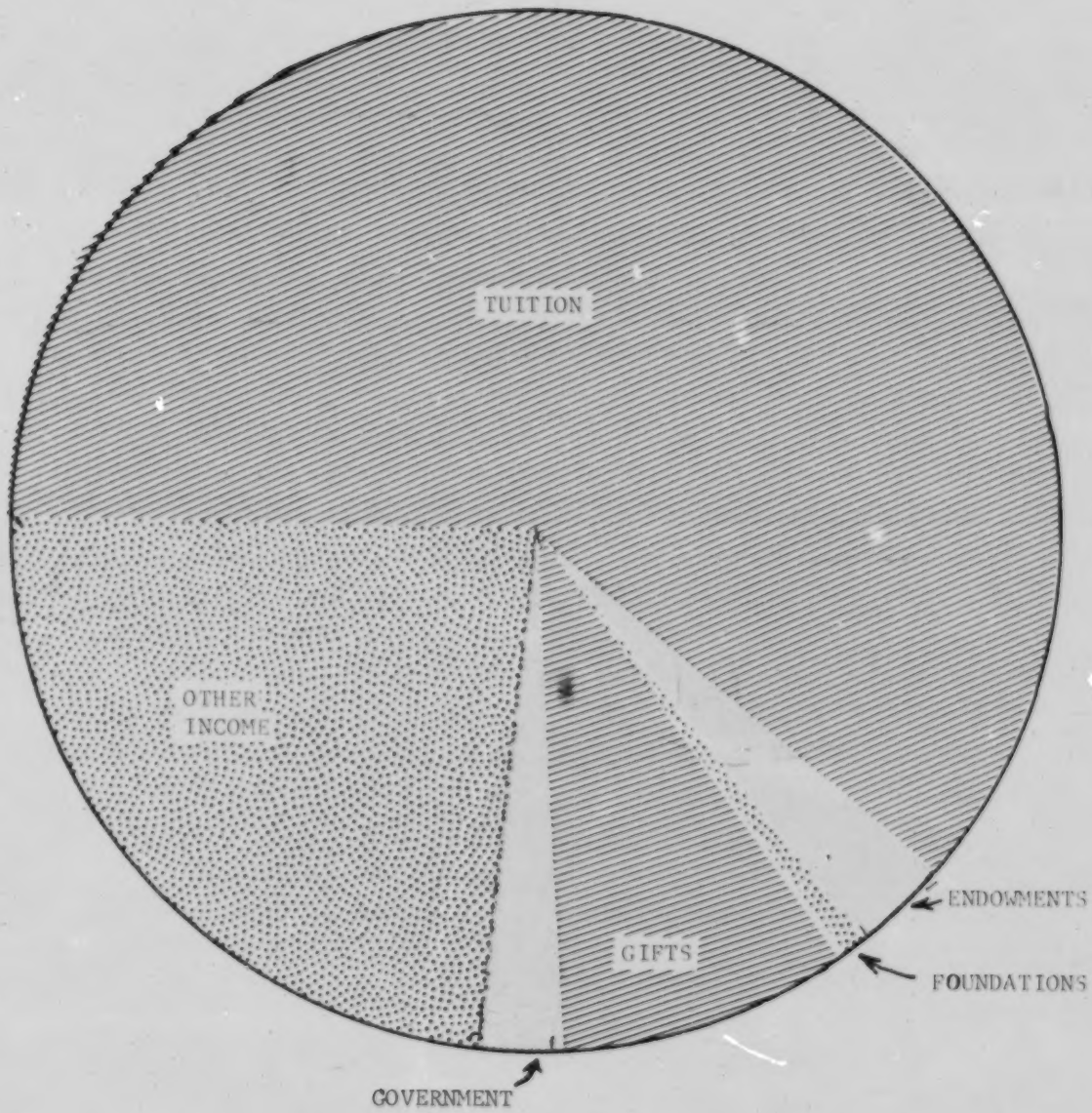
507	Classroom buildings
659	Dormitories
1160	Other buildings
2326	Total

3. "What is your current operating budget?"

179 colleges responded to this question. They reported an annual operating budget of $168,187,286.

The colleges were further asked to indicate the "sources of income. Following is a tabulation of their responses.

177	colleges have tuition totaling	$102,943,540	(61.1%)
98	colleges have endowments income of	4,683,991	(2.8%)
49	received foundations assistance of	1,688,690	(1.0%)
159	received gifts totaling	15,559,761	(9.3%)
91	received government assistance of	4,372,024	(2.6%)
158	reported other income of (auxilliary enterprises, board, room, etc.)	39,139,280	(23.2%)
	Total	$168,387,286	



SOURCES OF INCOME AS REPORTED
BY 179 PRIVATE TWO-YEAR COLLEGES
1968

ADVANTAGES

I. What are the real and distinct advantages of the private two-year college?

Analysis of Replies	No.	Total Replies
A. Individual Attention		
1. Close student-teacher ratio, extra help, individual instruction	43	
2. Emphasis on guidance and counselling	24	
3. Close supervision, attention to cultural, spiritual, moral values, character training	24	
4. Attention to the individual student's educational, personal, and financial needs	22	
5. Early leadership experience, participation	20	
6. Attention to student as a whole person and his place in society	14	147
B. Freedom - Autonomy		
1. Ability to adapt to new situations, versatility, flexibility, innovations, experimentation	71	
2. Independence in regard to choice of students, faculty, administration, programs, goals, philosophy, procedures, teaching methods, policies, expenditures	43	
3. Freedom from political pressures	19	
4. Individuality, distinctiveness	6	
5. Specialization	4	
6. Preservation of traditions	3	146
C. Interim College Experience		
1. Preparation for transfer, guidance in choice of senior college, opportunity to receive instructions in basic courses	14	
2. Possibility to train for career, semi-professional training, terminal programs	13	
3. Students exposed to dedicated teachers and superior instruction in the lower classes	12	
4. Opportunity for rehabilitation and college adjustment	11	
5. Testing Ground - exploratory, transitional period in which to discover major, career, abilities, talents, identity, purpose	11	
6. Cultural enrichment for those not going on to senior college, completion of something, A.A. degree	6	
7. Opportunity for the very bright, the average, and the "late bloomer"	4	
8. Opportunity for those refused elsewhere	4	
9. Opportunity for a second chance	2	
10. Opportunity for the disadvantaged	.2	
11. Opportunity for those who can afford only two years of college	2	81

	No.	Total Replies
D. Residential Advantages		
1. Residential advantages *per se*	9	
2. Growth in responsibility, maturity	4	
3. Close contact with each other	4	
4. Opportunity for more comprehensive extra-curricular, co-curricular, and social activities	2	
5. Students adapt more rapidly to academic community	2	
6. Students from widely differing regions provide cosmopolitan atmosphere	2	
7. Away-from-home experience under close supervision	1	24

Advantages - Comment

The timing of the questionnaire chanced to be significant. The mailings were in May and that was the month when headlines in all our newspapers carried the reports of the student take-over at Columbia, the riots and barricades of Paris, and a rash of other student disorders at home and abroad. The answers reflected more than just the concern of thoughtful persons in the academic world. Many wrote, reminded by the campus troubles, that the small and independent college is uniquely capable of personalizing its education. Others remarked on the freedom in a private institution for the reaffirmation of those moral and spiritual values which tend to be engulfed or obliterated in the large or public institution. Perhaps the distress at our great centers of learning was unconsciously attesting to a raison d'etre for the private junior college.

It is this emphasis on the individual which persists in so many of the responses. Attention to the individual student - his educational, personal and financial needs, an emphasis on guidance and counselling, and close student-teacher relationship as expressed in extra help and individual instruction, these attributes of the private two-year college are foremost in the minds of leaders in these institutions. They feel strongly that at an exigent moment in our history their colleges can

perform an important task in character molding and in husbanding cherished spiritual and cultural values.

The responses speak also of "bridging the gap" for the student who has been an under-achiever, needing the encouragement, or the patient help, of a dedicated teacher, while making adjustment to the college situation. The two-year college provides the "second chance" opportunity for those rejected elsewhere. Often it is the two-year college that provides the only education a student, for financial or other reasons, can hope to obtain beyond high school.

Whether this personal concern and attention is as great at our colleges as the respondents would like to think it is, the fact remains that we find identified here an era of tremendous opportunity for these institutions. In a day when the enrolments mount at the massive state universities and public colleges, when the four-year colleges expand in numbers and in preoccupation with graduate programs, and when the new community colleges employ computers and parking decks to cope with their explosive numbers, the two-year non-public colleges have an added responsibility -- and intrinsic opportunity -- to enhance the importance of the individual student. This implies more than eloquent or rhetorical devotion to an ideal. It suggests student-oriented teaching, superb counselling, and a great willingness to accept the student as a participating partner in the

educational process. It means enriching the student with good teaching, meaningful programs, and a residential atmosphere conducive to an understanding of today's society and problems.

The answers to this question make clear that a proper and exciting function (perhaps even foremost) for the private two-year college lies in making available a higher education, not for the academically elite, but for those others who in the aggregate represent a huge national resource. To know this and to recognize it is imperative.

As Dr. Burkette Raper has said, "excellence in education does not require being exclusive in admissions, classical in our curriculum, and unrealistic in our grading. True excellence is taking a student where he is and inspiring him to achieve at his highest level."

It is significant that among those junior colleges which have been most successful in establishing respect and prestige and are most firmly established both in academic and financial endowment there is least talk of being little Harvards. Insecurity breeds pretense.

Freedom and flexibility come through often as articles of faith among the private college people. As the state assumes leviathan proportions in the political and economic fabric of the world, the importance of being able to make decisions and take action free of political motivation becomes increasingly cherished. The "politicizing" of our public schools has not

been lost upon our constituency. The agitations on our campuses, as has been noted, as well as the increased activity to unionize college faculties have reminded private college presidents that despite their omnipresent budgetary deficits, they maintain a comfortable distance (so far) from the political centers of controversy. Probably the private people are more aware now that there are sharp and distinct advantages in this freedom. As one such administrator put it, the freedom of the non-public college enables him to try out a new program without undue delay, and then if it does not succeed to get out of it with decent haste. The pressures of politics are often ponderous, slowing down innovation because of the need for justification in the budget, and delaying withdrawal from unsuccessful programs because of political consideration or embarrassment.

The traditions of freedom and diversity in American higher education were established in colonial times when the quest for religious tolerance brought the first settlers to a new land. These traditions have been an integral part of the American heritage ever since those days. The concept of freedom is essential to the philosophy of most of our private colleges. With government now so much in the business of providing public higher education, the survival of private college education will depend on the value of its contribution to the entire nation. It will need help from many sources,

including the government. To qualify for this assistance, the private colleges must present their case not in terms of restricted exclusivity, but rather as a further means of exploring and broadening the frontiers of education in a climate of imaginative experimentation.

The non-public college now has its best and perhaps last chance to maintain our national traditions in higher education. At the same time it possesses a singular opportunity to demonstrate its ability to move ahead with fresh and innovative ideas. As one respondent remarked, "unshackled by public control, it (the private college) can dare to be different."

A certain amount of institutional adherence to particular articles of faith becomes the more desirable, in the opinion of many, as our courts take legal steps to make distinct the separation of church and state in public institutions. In fact, it follows that for the church-related colleges, in a day when the opportunity for religious teaching narrows in the public schools and colleges, the obligation to justify church support increases. One of the leaders of such an institution calls for an "unapologetic Christian commitment" in these colleges. Even for those not closely associated with the church structure, the appalling increase in domestic disorder causes a concern for our future if moral values are not respected

as an essential part of the education of the oncoming generation.

The opportunity is there. So is the challenge. The challenge must be accepted if the colleges are to justify their existence.

PROBLEMS

II. What are the chief issues or problems facing your college now?

Analysis of Replies		No.	Total Replies
A.	Adequate Financing		
1.	Funds for physical facilities, library, academic and instructional facilities, laboratories	35	
2.	Funds to combat increased costs of operation and faculty salaries	22	
3.	"Money, money, money"	19	
4.	Funds for expansion	15	
5.	Funds in order to offer quality programs	14	
6.	Funds for mai .tenance and improvements	12	
7.	Funds for long range planning and development	12	
8.	Funds for improvement and training of faculty	8	
9.	Funds for capital construction	6	
10.	Funds for broadening student activities	5	
11.	Funds for innovations and revisions	5	
12.	Funds for improvement of faculty welfare	1	
13.	Funds to provide attractive work situation for faculty	1	155
B.	Understaffing		
1.	Recruiting and retaining competent faculty	63	
2.	Need for more student personnel services	9	
3.	Obtaining qualified, trained administrators	4	
4.	Obtaining personnel, secretaries	3	
5.	Recruiting qualified technical faculty	1	80
C.	Student Recruitment		
1.	Recruitment *per se*	14	
2.	Recruiting - the kind, quality, and number desired	13	
3.	Small enrolment	12	
4.	Decline of enrolment due to competition	10	
5.	Uncertainty of student enrolment	3	
6.	Competition for students	3	
7.	Keeping students for the two years	2	
8.	Interesting students in technical and allied-medical programs	2	
9.	Attracting students to new institution	2	
10.	Lack of interest in seminar program and the priesthood	2	
11.	Pressure to reach the poor	1	
12.	Costly recruitment	1	65

		No.	Total Replies
D.	Competition		
1.	Competition from public community colleges with lower tuition rates and higher faculty salaries	43	
2.	Competition from prestige four-year colleges	3	
3.	Competition from state colleges	3	
4.	Competition from small four-year college	1	50
E.	Future Planning		
1.	Meeting community needs	10	
2.	Revising curricula to keep pace	6	
3.	Finding new approaches	6	
4.	Whether to expand	2	
5.	Whether to remain two-year college	2	
6.	Whether to become co-ed	2	
7.	How to meet demands of increased enrolment	2	
8.	Others (Scattered single responses)	13	43
F.	Publicity		
1.	Need to improve our image with general public	17	
2.	Need to improve our image with high school guidance personnel and high school students	4	
3.	Need to improve our image with society in higher education	2	
4.	Need to improve our image with four-year institutions	2	
5.	Need to improve our image with local, state, and federal government	2	
6.	Need to improve our image in the business world	1	28
G.	Faculty Development and Improvement		
1.	Development of faculty dedicated to teaching	8	
2.	Promoting productive dialogue - student-teacher-administration	5	
3.	Promote and encourage experimentation	4	
4.	Providing in-service training	2	
5.	Obtaining faculty in sympathy with church-related college	1	
6.	Obtaining faculty with Christian commitment	1	
7.	Providing professional self-assurance for faculty	1	
8.	Providing professional growth	1	
9.	Providing grants for faculty	1	
10.	Improvement of internal relations	1	
11.	Improving administrative ability of department heads	1	
12.	Improving communications between departments	1	27

		No.	Total Replies
H.	Lack of Accreditation	12	12
I.	A Feeling of Aloneness		
1.	AAJC stressing public type college at expense of the private two-year college	1	
2.	Private two-year colleges have no identity as a distinct group	1	
3.	Academic world has relegated the two-year college to a lower level	1	
4.	Inability to gain access to federal grants	1	
5.	Lack of representation by private two-year colleges in higher education planning by states, region, nation	1	
6.	Lack of sympathy from public educators for the plight of the private two-year college	1	
7.	Isolation from voluntary support from foundations, business and corporations	1	7
J.	Miscellaneous		
1.	Problems connected with transfer	13	
2.	Problems regarding objectives, goals, philosophy	6	
3.	Student unrest	4	
4.	Administrative improvement	2	
5.	Others (scattered single responses)	62	87

Problems - Comment

"The independent small college is a uniquely American institution. But at no time since the founding of Harvard in 1639 has it been up against a more severe test of ability to survive." Many of the replies paraphrase this assertion by Felix Morley in Nation's Business (Nov. 1968).

The private colleges, all kinds in higher education, face an inflationary bind. Financial problems, an omnipresent danger even in times of a stable dollar are intensified by the soaring costs of building construction, salaries, and educational facilities. As their own costs of operation and capital development climb, these colleges observe the proliferation of state and community colleges supported by the taxpayer. The fact becomes obvious that raising tuition is in itself no solution. Already the fees for tuition and living expenses at most private institutions - two and four year - have risen to $2500 - $5000 and to go higher will have the effect of pricing such colleges out of the educational market. Mounting charges will simply yield fewer enrollees.

The problem, therefore, is that private colleges face a decline in well-qualified students and an increasingly difficult competitive position in attracting and retaining a superior faculty. The most recent statistics in the

AAJC Directory testify to the relative decline in the number of students in the private institutions, especially in proportion to the explosive growth of the public community colleges. The current Research Report, Salaries in Higher Education, 1967-68 (NEA) divulges in the cold logic of dollars and cents the discrepancy between salaries in public and non-public two-year institutions. The median salary in public two-year colleges is $9,165. The median in private two-year colleges is $7,211. An academic-year salary of $8,000 is equalled or exceeded by the salaries of about 70 per cent of faculty in public two-year colleges, but it is not equalled or exceeded by the salaries of about 70 per cent of the faculty in the non-public two-year institutions. Moreover, nothing in the NEA figures gives hope that the non-public institutions will catch up in yearly increments. The gap, if anything, appears to be growing.

To a far greater extent than the more affluent and prestigious private baccalaureate colleges, the two-year institutions are dependent upon student income. Endowment sources are non-existent or negligible at a majority of these colleges. In the study of income and expenditure patterns among twenty-four independent and church-related junior colleges in 1964 (Cooperative Research Project, No. 2538, Pine Manor Junior College with USOE), it was observed that 78.4% of the educational and general income

of the cooperating colleges was in the form of student fees. This contrasts with 56.8% from student fees in a comparable study of four-year liberal arts colleges. Similarly, these junior colleges reported an average of 5.0% as endowment earnings of the total educational and general income. In the similar study of 56 four-year colleges, the figure was 20.7%. As the 24 junior-college report laconically observed in a part of its summary, "this study shows very clearly that the junior colleges depend much more heavily on student fees for income for operating than do the four-year colleges. In point of fact, the junior colleges have very small endowments producing income for current operations. The only exceptions to this statement are some of the southern schools" (p. 128). The southern institutions referred to are church-related.

The responses show that many of the colleges are groping in the dark about their financial problems, too small to muster an effective alumni appeal, too limited to employ a full-time development director, and unable or unwilling to make long-term commitments. They are sensitive to the fact that corporate and foundation philanthropy has passed them by. Many of them feel frustrated by the cruel anomaly of academic life that accreditation requires financial stability and that non-accreditation often precludes the financial assistance to assure this necessary stability.

Although money appears to be the root of nearly all evil in these concerns of the college respondents, the public misunderstanding of the private junior college is another cause of distress. There was an acute sensitivity to this problem in the discussions at the regional conferences. An awareness of this "need to improve our image", as it was often expressed, heightens the feeling of aloneness which in itself tends to isolate the private two-year college from other movements in higher education. The extraordinary growth of community colleges during the past decade has left some private college people wondering if they have not been permanently relegated to the shelf in higher education. The temptation to be negative and defeatist is great. Each time a national publication, or a prominent television show, or, within the family, the Junior College Journal, features the almost incredible development of some young giant in the community college field, with an accompanying spread of pictures showing spanking new facilities, it takes strong faith to conceal signs of concern. And whenever a revised salary schedule for the public colleges is published, the budgetary projections of the private college suffer a minor relapse.

If the questionnaire responses reveal a well-justified preoccupation among the presidents of the non-public colleges with the ubiquitous aspects

of financing, there is a more optimistic interpretation that must be recorded. Even though the problems of getting enough money are foremost, the leaders of these colleges are concerned with upgrading their institutions and programs. About half the replies indicate that these institutions are looking into means of improving the quality of instruction, of recruiting and retaining superior faculty, and of adapting themselves to the fast-changing scene in education. These are hopeful problems - problems involved with the future, implying both that the institutions are going to be a part of that tomorrow, and that already their administrators are giving attention to the oncoming needs of their constituency. How to add dimension and vision to courses in the humanities, what continuing education courses to add, how to improve guidance services, how to work in effective partnership with the new community colleges, what dead wood to remove from the curriculum, how to establish a more vital relationship to church and community, these problems multiply as the private colleges contemplate the future. The fact that such perplexities exist attests to the willingness, and in some instances, the eagerness of the independent colleges to take up the challenge. Without awareness of the need for drastic change and adaptation the private sector would already be comfortably moribund.

SUMMARY - BY INSTITUTIONS
(Responses to Questions I and II)

		No. Responses	* Per Cent Institutions
I.	What are the real and distinct advantages of the private two-year college?		
	A. Individual Attention	109	63.7
	B. Freedom - Autonomy	94	55.0
	C. Interim College Experience	48	28.1
	D. Residential Advantages	24	14.0
II.	What are the chief issues or problems facing your college now?		
	A. Adequate Financing	155	90.6
	B. Understaffing	80	46.8
	C. Student Recruitment	59	34.5
	D. Competition	46	26.9
	E. Future Planning	36	21.1
	F. Publicity	28	16.4
	G. Faculty Development and Improvement	27	15.8
	H. Lack of Accreditation	12	7.0
	I. A Feeling of Aloneness	7	4.1
	J. Miscellaneous	66	38.6

* This column indicates the ratio of replies on individual items to the total number of institutional questionnaires. For example, 63.7% of all institutions responding listed Individual Attention as an advantage. Many institutions, of course, listed more than one item.

OPPORTUNITIES

III. What are the best avenues of opportunity to assure that the private two-year college is a vital segment of higher education?

The response to this question can be summarized in two declaratory sentences. 1 - Maintain excellence and distinction, through qualified teaching, imagination, small classes and personalized attention, on a campus where people know each other. 2 - Tell it, using all media, to every part of the general public, to government, business and industry, the professions and trades, and to the whole world of education.

The consensus is emphatic that the opportunity of the private junior college rests in caring about the individual student, in personal help and attention, in solicitude for the under-achiever or the atypical, and in the willingness to take a risk, or try a new approach.

It is significant that the most sensitive response to the need for individual attention comes in replies from faculty members. It may well be that teachers at private junior colleges have more institutional awareness than faculty in any other branch of higher education. There appear to be fewer divided loyalties between teaching and research. For the teacher in a small private two-year college the classroom is both focal point and

meeting place. Enough of the total product of the college goes through his classroom to give the teacher a sense of dimension and a feeling for his own contribution to the total impact of the institution.

Responses from two colleges are given below as representative of the thinking of both faculty and administration:

I. (from Centenary)

Maintain at the highest possible level those practices which we have proven are commendable as:

1. Small size
2. Emphasis on good teaching rather than research
3. Residential campus and its community atmosphere
4. High academic standards
5. Low faculty-student ratio
6. Close, interpersonal relationship of students, faculty and administration
7. Excellent faculty that challenges the student

II. (from Kendall)

1. Relate academic disciplines to reality outside the classroom walls. Offer completion degree to employes in business and industries. Develop the creative ability which has been neglected or repressed in many students.
2. Build a collective image of a totally re-vitalized conception of the academic function of lower division college work as a sound foundation for continued upper division work. If we have the same assembly line, turning out the same product that is turned out by the four-year college, we have really nothing to sell.
3. Involvement in the community, relevance of the educational experience, publicizing the unique situation of the private two-year college, getting the funds necessary for these schools to carry on their special role in higher education.

4. Maintain a high quality of faculty by providing means of renewal and refresher experience. This includes leaves of absence, institutes, and almost any involvement that will increase personal experience. Maintain a high quality of curriculum by continual review of course content and teaching methods.

The range of performance in the private two-year colleges is wide and it is probably true that the least able offer their students little beyond piety and protection. But the most successful, enjoying national renown, a long line of applicants, zealously loyal alumni, and the respect of transfer colleges, are eloquent testimony to the vigorous role these institutions can play.

The church-related institutions see a clear opportunity in their commitment to carry on the educational process in a context of moral values. The freedom of choice to attend a college where such values are taught is as much a precious part of the American heritage as the principal of separation of church and state in the tax-supported institutions.

ASSISTANCE

IV. How can AAJC, et al., help? Immediately? Long range?

Analysis of Replies

	No.	Total Replies
A. Financial Assistance		
1. Foundation assistance	56	
2. Federal government help - legislation, scholarships, grants, etc.	31	
3. State government help - legislation, scholarships, grants, etc.	28	
4. Help in fund raising (corporations, techniques, etc.)	6	121
B. Special Service Functions		
1.. Special office within AAJC (or section, commission, etc.)	30	
2. AAJC consultant service	16	
3. AAJC research projects	11	
4. More attention to private colleges in annual meetings	10	
5. Help in gaining accreditation	4	
6. AAJC clearing house for information, ideas, etc.	4	
7. AAJC placement service	2	
8. Promotion of recruitment for private colleges	1	78
C. Public Relations		
1. Publicity - better public understanding of the role of private colleges	41	
2. More attention to private colleges in Junior College Journal	9	
3. More publications (booklets, etc.) dealing with private colleges	2	52
D. Improved Articulation		
1. Promote communication and understanding with senior colleges	16	
2. Regional workshops and meetings for private colleges	9	
3. Promotion of cooperative private college arrangements	3	
4. Better communication with public community colleges	3	
5. Better communication with high schools, guidance offices, etc.	2	33

E. Miscellaneous	No.	Total Replies
1. More departmental level meetings	1	
2. "Think Tank"	1	
3. Impact Study	1	
4. Special yearly conference of private colleges	1	
5. Orientation programs for new private colleges	1	
6. Standardization of grading and recording	1	
7. Systematic interviewing of new presidents	1	
8. Promotion of community services	1	
9. Promotion of student awareness	1	
10. Withdraw from AAJC and set up new organization	1	10

Assistance - Comment

The private two-year colleges are looking for help and feel the need for a sense of direction. In the variety of suggestions submitted under this category, the most urgent assistance is solicited from three sources, the foundations, government, state and/or federal, and the AAJC office.

Most of the institutions are knowledgeable enough about the workings of our great foundations no longer to have any substantial hope that capital funds will come from that source. Nevertheless, in a few remote institutions the dream persists that someplace there is a foundation ready to provide building funds, if only the AAJC would put the college in touch with this arcane donor. The feeling does exist among the two-year colleges that they have been denied their rightful share of foundation monies, and that the reasons include a lack of proper understanding of the role of these institutions. The private colleges are particularly sensitive to the often arbitrary stand taken by foundations barring help to two-year institutions. The private people suspect that the foundations are indiscriminately lumping all two-year colleges under the cover of community, publicly supported institutions. Their sensitivity is compounded by the fact that they feel many of the experimental programs upon the horizons of higher education can best be launched in a private college, usually a small and personalized institution. Yet they see their own innovative programs disregarded by

foundations which are prompt to support fresh ideas in the senior colleges and universities.

Certainly, some two-year private colleges have received substantial foundation grants and this may be evidence that too much defeatism about foundations permeates the two-year field. Those institutions like Alice Lloyd, for example, which have been involved in coping with problems of the disadvantaged, and more importantly, have had the wit and imagination to prepare and submit such programs for funding, have been well received by the foundations. What our colleges must remember is that the foundations are now preponderantly engaged in expending their resources in the alleviation of great national problems such as the removal of conditions producing poverty, slums and racial disturbances. To qualify for such funds, the colleges will have to demonstrate that their proposals are more than a means of financing their own campus. There is no magic formula for enlisting the help of foundations. The institutions should keep up to date on what the foundations are interested in supporting and determine if they can participate in some phase of the undertakings.

The important role that government now plays in higher education shows through in a frequently expressed concern with governmental relations. The private colleges speculate how far this hand of government will go. There is

a general willingness to accept the idea of expanded public higher education but the corollary to this is the conviction that, in order to keep the private institutions as effective and viable parts of the educational machinery, the government -- both federal and state -- must include the non-public institutions in various forms of fiscal assistance.

The emphasis of the private philosophy is upon the freedom of choice on the part of the student to select the kind of college he wants to attend. Obviously, if the gap in cost between the private and public institution is too wide, there will be no effective choice. Scholarships and grants to qualified and needy students are one means of maintaining this freedom and most private two-year colleges are energetically supporting state scholarship proposals. At the state level, they also have an interest in long-range master plans and are distressed when the states fail to consult with them adequately in the preparation of such plans. How, they ask, can we properly and with any sense of assurance, prepare our plans for development if we are uninformed concerning the state's intentions? The question is a fair one.

At the federal level, the private junior colleges have been appreciative of the recent assistance in construction financing that national legislation made possible. There is a concern, however, that the federal program unduly assists the public community colleges, which are assured their

own state allocations. In contrast, the private two-year colleges must compete with all the other institutions of higher learning while the community colleges enjoy their own protected sanctuary of federal financing. The private people speak strongly of the need for some constant and alert watchman looking out for their interests, a person who, from his Washington vantage point, would sense the development of legislation, both federal and state, and be quick to advise the member colleges of these stirrings. He would, of course, promote the legislation favored by our colleges and vigilantly spot some bill or proposal which, by chance or intention, neglects the best interests of the non-public sector.

The private colleges are aware that there are many services to their many publics that could be performed better, and that the sum total of this lack or proper functioning adds up to an imperfect public image. They know that their communications with the community colleges are often nearly non-existent. They know that articulation with the transfer senior colleges is less than wholesome. They are sensitive to the fact that it is the new and massive community colleges whose modern plants and campuses receive the limelight attention today. They are uncomfortably

aware that their budgets do not permit the employment of full-time specialists to prepare applications for government grants and proposals for the foundations. They bridle when a women's magazine appears with a story confusing junior college education with that of the secondary schools. Resident junior colleges are fretful of the indifference of their own communities and wonder how to transmute this apathy into something positive and beneficial.

With these questions in mind, they turn to AAJC and see in some kind of special AAJC office a solution to their troubles. Gathering fund-raising ideas, helping in gaining accreditation, active in the recruitment of students and faculty, providing a clearing house for useful information, promoting cooperative private college arrangements, speeding the latest information about legislative developments, distributing all kinds of useful information about the programs and activities of the private college, this office certainly would not lack for things to do. On paper this is a profuse cataloging of the calls for help and in practice the task seems overwhelming. Most certainly, much of this action has to come from within the institutions themselves but it is evident that the private colleges feel scattered and - to an alarming extent - disorganized. They sense the insularity of their present

condition and look hopefully to the formation of some unifying lines of communication through which they themselves can be kept au courant with the fast-breaking happenings in Washington and in the state capitals, and through which they can broadcast to the whole nation the independent and church-related junior college story.

PROGRAMS AND SERVICES

V. What is your college doing about which you are enthusiastic? Programs, innovative teaching and study techniques, community services, etc:

Response to this question reflects the diverse nature of the private colleges, disclosing a full range of interests and attitudes. While many of the colleges are ready to discard the traditional calendar and credit requirements, others reiterate their faith in "traditional" educational values and declare the intention of their colleges to maintain them. While at one end of the scale a junior college engages a vice president to take charge of heresy and experiments with a completely elective system, others suggest that in a time of growing permissiveness, the private colleges must provide the disciplined choice.

Nearly all the responding colleges note with pride some parts of their offerings and activities. For some the claim is modest and not uncommon; the lecture program to bring distinguished speakers to a remote campus, the adult education programs for the community, the volunteer work performed by the students in the local hospital, the development of an honor system, the seminar opportunities for the advanced student, and the remedial courses for the poorly prepared. There is a growing

consciousness of the problems of the disadvantaged and of the "inner city". Private junior colleges located in rural sections of the country are aware that poverty is not indigenous to the city slums. The heterogeneity of these colleges produces an extraordinarily wide spectrum of approaches to the new involvements of American education in the social problems now occupying center stage in the nation. Residential women's colleges reconsider their role and responsibility. Church-related colleges ponder their mission.

Aside from the dramatic political and social ferment of these current years, and the opportunity of our colleges to respond constructively to the experimental opportunities which such times afford, much pedagogical reform must still be undertaken. Conventional academic traditions are ready subjects for imaginative reexamination, to say nothing of the demands of today's students for educational experiences more relevant to their lives. Conventional methods of teaching and of learning are under criticism. Remedial courses, in-service training programs for faculty, review and revision of curricula, introduction of new courses, cultural and scientific reappraisals, broadening of student and teacher participation in governance, all these are reaching the two-year campus and show a growing concern with institutional shortcomings and academic habits which had been largely unquestioned for many years.

In this study it is impossible to evaluate the extent and pace of this spirit of innovation and reform. It is likely that the smaller and two-year campuses lag behind our great urban centers in feeling the effects of the agitation for change. What should be stressed is that the private two-year colleges, which have consistently promoted their own unique role as free and flexible institutions, capable of moving with ease and alacrity into new fields of experimentation, now have the chance to prove it. To do less will deprive them of one of their most persuasive selling points. Significantly, the private junior colleges which appear to be in soundest financial health are invariably those which already have developed extensive programs of experimental offerings and community activities.

The degree of imagination and innovation appears proportionate to institutional success both financial and academic. Never before has the challenge been so clear to the college which talks of experimentation. Action is the order of the day.

The following listing of programs, activities, etc. is not intended as inclusive or selective. These are submitted merely as examples of what our private colleges are doing in a variety of fields. Inclusion in this list does not imply any degree of relative success. Few of these under-

takings are entirely new or unique. Many have their counterparts at other junior colleges. However, it is hoped that these are representative enough both to convey a sense of what the colleges are accomplishing along the frontiers of higher education, and to suggest the possibility for similar activities at institutions not already engaged.

The full extent of all the programs in our private junior colleges benefiting the community is difficult to ascertain but certainly we have here a national resource of incalculable assistance to the public domain deriving from non-tax-supported sources. This is a strength in the American system of higher education that never can be measured in dollars.

The programs listed below are so profuse and varied that the best that can be done is to produce a representative sampling. If a constant expanding inventory of these can be kept on file, logically at AAJC headquarters, our member colleges will have a useful frame of reference in which to discover their own opportunities for fresh and sound undertakings.

A. COMMUNITY PROJECTS

Alice Lloyd College, Kentucky

Community Organization and Enrichment Program totaling $500,000 funded by foundations and OEO. Renovation of schools, meeting halls, setting up libraries, leveling out recreational areas, etc., in Appalachia.

Dean Junior College, Massachusetts

Municipal Research Bureau, operated under a Title V grant which provides various civic services to local governments in and around Dean.

Immaculata College, Illinois

Classes for retarded pupils in local schools. Reading improvement services for local schools. College students relieve nurses as aides in local hospital on Sundays.

Wesley College, Delaware

In cooperation with Delaware State Department of Public Instruction, provides substitute teachers for Kent and Sussex Counties. More than 250 candidates in first workshop class received certificates from state agency entitling them to serve as substitute teachers. (For further details, see American Education (HEW-OE), Dec. '68-Jan. '69, p. 30.)

Westbrook Junior College, Maine

Weekly seminar for parents of adolescents. Community leadership seminar - to train civic leaders in the Portland area. Both of these are Title I projects.

York College, Pennsylvania

Students for the past several years have served as tutors in parts of the community where disadvantaged live.

B. REMEDIAL COURSES

Spartanburg Junior College, South Carolina

Special summer program for "high risk" students in English, mathematics, etc. A significant number of junior colleges recognize the need to provide additional preparation, usually in summer, for students with impressive secondary school records.

St. Mary's Junior College, Minnesota

Special nursing study laboratories to try out lower ability students with the hope of guiding them into nursing.

Voorhees Technical Institute, New York

50 high school drop-outs, some with past history of minor crimes, engaged in cooperative education with police department. They alternately work one week with the police department, and spend one week

at the College over a period of six months. Funded by grant from private foundation. Object - to place them in industry at end of six-months program.

C. INTERNATIONAL PROJECTS

American College in Paris, France

Special affiliation with George Washington University enabling American students to take full summer or sophomore credits abroad.

Bennett College, New York

Overseas Service Program - preparation and in-service training for bi-lingual secretaries. Overseas experience for design majors. New East-West Studies Program.

Garland Junior College, Massachusetts

Summer program in Florence, Italy, for Arts majors.

Green Mountain College, Vermont

Junior Year Abroad program in conjunction with the University of Vermont.

Marymount College, Virginia

European programs, including not only language studies but also programs in field of merchandising.

Pine Manor Junior College, Massachusetts

Pine Manor in Paris offers a third year and is designed to give qualified students the opportunity to study abroad and live with a French family.

Robert Morris College, Pennsylvania

Special program funded by oil company to bring group of students annually from Kuwait for college education at Robert Morris.

D. IN-SERVICE TRAINING

Alice Lloyd College, Kentucky

Upgrading of faculty and administration through programs made possible by Title III funds. Includes faculty fellowships, visits to other campuses, consultants, etc.

Lees Junior College, Kentucky

Academic Blueprint, an intensive self-study, conducted in depth, at the end of the academic year for two weeks, during which the entire faculty studies and analyzes the philosophy, curricula, and direction of the College, and relates this to their own individual courses.

Monticello College, Illinois

Faculty Growth Program, funds available for short term sabbatical for teachers to visit other campuses, do small project, assemble learning materials, etc. College arranges for substitute teacher during the absence of classroom teacher. This program has possible additional advantage of interesting the substitute in junior college teaching.

Vermont College, Vermont

Sabbatic program designed to stabilize faculty, including option to take sabbatical leave over a period of four summers.

E. COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS

Alice Lloyd College, Kentucky

'Human Encountering' project in cooperation with other colleges under Title III. Projected consortial efforts with four Appalachian colleges, and with Council of Kentucky Independent Colleges and Universities for joint programs. Exchange of students between Alice Lloyd and colleges in other regions. These colleges to which mountain students from Alice Lloyd have gone on these exchanges include Cornell, Kenyon, Wittenberg, Harvard, Garland Junior and Radcliffe.

Central Pilgrim College, Oklahoma

Oklahoma Consortium for Research Development.

Grand View College, Iowa

Three Years Honors Program, initiated September 1968, in cooperation with the three public universities of Iowa, academically-talented students at Grand View will do three years work at Grand View, and move on for senior year and Master's degree in one of four areas, English, history, sociology and biology. Interinstitutional, cooperative plan with single admissions procedure.

Kendall College, Illinois

Freshman Curriculum Project, (conception stage) involving cooperation of Kendall faculty with faculty on other campuses and with national church agencies.

Union College, New Jersey

An extensive program in astronomy and space and sky study. Making use of the astronomical observatory at Union ties together in working partnership this private college with the public and parochial school systems of the county, providing instruction in phases of astronomy for hundreds of teachers and thousands of school children. In addition, the observatory is used by nearby colleges and professional scientific groups.

Worcester Consortium, Massachusetts

The Worcester Consortium for Higher Education includes in its membership three private junior colleges - Becker, Leicester and Worcester - and one public community college - Quinsigamond. Altogether, ten colleges of the Worcester area participate. Eight of the ten colleges are within a four mile radius. As a constellation of several types of colleges, they comprise a moderate-sized university complex of approximately 12000 regular day students. The Consortium was organized in 1967.

How does the Consortium help the Worcester Colleges? There are joint curriculum and degree offerings, shared faculty and joint appointments. A Computation Center is available. Several of the institutions have experimented with cooperative purchasing in fuel for the season 1968-69. An Advisory Council helps the member institutions to plan efficiently for

community services, to avoid duplication and insure proper coverage. A formalized cross registration and student exchange plan is underway.

The Worcester Consortium is so new that only preliminary experience and evaluation are possible at this time. But here is tangible plan in action, where institutions of varying nature, size and purpose have joined together in a significant effort in cooperation. It should be followed carefully for its important pilot role in the coordination of educational goals and in the marshalling and sharing of educational resources for the common good of the community.

F. INNER CITY - DISADVANTAGED PROJECTS

Chicago YMCA Community College, Illinois

Work-study program has been used to assist hard-core, inner-city drop-outs, unemployed, and delinquents. Adult education program - 5000 each term. English Language Institute for Foreign Born Students. One of the most comprehensive non-public community colleges in the country.

Garland Junior College, Massachusetts

With OEO funds, training ghetto girls to become teaching aides. In cooperation with the Boston Welfare Department, training of married women receiving welfare assistance to become teaching aides. See documentary film, Teachers' Aides - A New Opportunity (OEO - Garland)

Kendall College, Illinois

"Urban Laboratory Experience" - recognition of the proximity of the college to the city of Chicago, and utilizing the city as laboratory. Involvement of students in Day Care Center, Cook County Hospital, and in a variety of community action projects sponsored by an inner city cooperative ministry. Ecological studies of Chicago and its environs.

Mt. Aloysius Junior College, Pennsylvania

Appalachian anti-poverty projects with student participation in projects both local and distant.

Mt. Providence Junior College, Maryland

Thirty students from the ghettoes of Baltimore accepted as fully matriculated students, being housed in college dormitory, and provided with all possible financial and other aid so that they may gain two years of education beyond high school.

Roger Williams College, Rhode Island

Hartford Project - Contract recently signed with Providence Housing Authority to occupy a high-rise building which, part of a low-income housing project, was forced to close because of vandalism and intimidation of residents. The College is establishing a satellite campus in this building, using it both as dormitory for students and as an urban laboratory where

faculty, social workers, psychologists, et al., teach and learn about city problems in the actual context in which the problems occur. In effect, this adjunct to the College, in concept and function, will be both campus and resource center for social research. In the development of this center, Roger Williams contemplates close cooperation with other institutions specializing in the preparation of social welfare personnel.

Saints Junior College, Mississippi

For three consecutive years this college has participated in an OEO funded program for adult education of migrant farmers and in a Headstart program. Each year approximately 150 adults and 60-120 children have been involved.

G. OTHERS

Donnelly College, Kansas

"The Negro in American History", a course offered for one semester, open to all in the community.

Kendall College, Illinois

"Student at Large" - experiment permitting students their own choice of courses and waiver of usual graduation requirements. So far, permission to enroll in this pilot program is limited, but will be extended if the practice appears to be academically successful.

Lees-McRae College, North Carolina

The college physical education program is tied in with the resort ski program, a program which is distinctive to this college located in a well-known resort area.

Mount Vernon Junior College, Washington, D. C.

Several experimental programs are under way at Mount Vernon and are described in detail in the brochure, Innovations at Mount Vernon.

The Invitational Seminar, being tried for the first time this academic year, features individualized liberal arts education. A seminar group limited to sixteen students concentrate on one subject for four weeks at a time. The girls live and study together and the seminar is the only class responsibility of the instructor for the four-week period. The physical surroundings, such as round table and comfortable chairs, are designed to emphasize the informal yet serious aspects of the seminar concept.

The Washington Summer Program at Mount Vernon, including both course offerings and internship programs, combines the advantages of classroom experience with all the opportunities to observe and participate in the practical dynamics of national government at the Capitol, and is open to students not matriculated at Mount Vernon.

Experiments of significance to other junior colleges are being

conducted at Mount Vernon. This year the college calendar will be rearranged in order to provide for a six-weeks period of independent (or foreign) study and also to provide one day each week without formal classes. Having this day free each week will permit more extensive field trip planning in and around Washington.

Southern Baptist College, Arkansas

A college program has been developed at a nearby air force base, where the military personnel can obtain college credits.

REGIONAL CONFERENCES

In addition to the questionnaire, a series of regional conferences at which the director of this study and his associate might meet with presidents or representative institutions and discuss matters pertinent to the well-being and development of the colleges was scheduled. These conferences were purposely arranged as overnight, two-day sessions on a host campus so that, released from the incessant pressures of clock and telephone, and in a congenial atmosphere conducive to an uninhibited "bull session", the participants could freely and candidly discuss their problems.

Five regional conferences were held, at Bennett (N. Y.), Colby (N. H.). Monticello (Ill.), Sullins (Va.), and York (Pa.). Emphatic thanks go to these host institutions and their presidents whose gracious hospitality did so much to assure the success of the meetings. Here, on these five campuses, small-sized groups (10-20) of college presidents (and, in a very few instances, their next-in-command) were assembled who, through regional leadership, AAJC activity, imaginative programs, or lively response to the questionnaire, were demonstrably able to make a contribution to our long-range thinking.

These meetings covered a major part of the geographical concentration

of private junior colleges. Limitations of budget and time precluded the holding of one of these meetings in the deep South but, fortunately, two conferences organized by Selden Menefee under the provisions of Title III for developing institutions stressed the problems of private two-year colleges and both these meetings were held in southern states. At the one offered at Montreat (N. C.), a wide distribution of regional colleges was represented, and Mr. Menefee and his colleagues generously devoted a session of the conference to this study. In similar fashion, the annual meeting of the women's two-year accredited private colleges, held this year at Westbrook (Me.) assigned a substantial part of its program to the study.

Our own meetings brought together seventy presidents of independent and church-related two-year colleges. In addition, those attending the other meetings mentioned above bring the total to more than one hundred presidents or responsible chief administrators who actively engaged in discussing the problems of the private institutions.

The problems and promises were fully discussed. In a climate of free and candid dialogue, the areas of concern, as selected by the participants, were explored. The participants spoke of what they were doing for themselves, and what others could do for them. To encourage fresh channels of discussion,

the responses to the questionnaires were not reported until near the end of each of the sessions. Formal rules and procedures were dispensed with. No motions were made.

Even though interesting regional differences became apparent in these meetings (one group far more preoccupied with student recruitment, another concerned about the new competitive public colleges), all the conferences expressed endorsement of certain principles and identification of certain needs. They spoke of the trends in higher education which make them grow apprehensive; they suggested the means of avoiding pitfalls and moving ahead. To be sure, there were differences of opinion and sometimes even disagreements, but upon the points summarized below, it is safe to say that all the sessions produced emphatic consensus.

1. Government aid is necessary to guarantee the survival of our private colleges and there is ample assurance that such aid, either from federal or state sources, and sufficiently stipulated to maintain certain historic practices in this country, such as separation of church and state, and proper accounting and auditing practices, will pose neither a threat to the freedom and scope of the independent institutions nor to the continued rapid development of public institutions and services.

2. There is much need for proper and comprehensive state - and perhaps even regional and federal - master planning so that all institutions of higher learning can work in harmony to attain the most effective programs and services in meeting the tremendous needs of the next decade. Such joint planning is necessary to prevent costly duplication, to make maximum use of what funds are available, and to encourage efficient specialization. The private two-year colleges are at a severe disadvantage if they are uninformed as to the developmental plans of the public institutions. Without such information, long-range planning for private colleges becomes meaningless.

3. The many publics of higher education (business, guidance counselors, parents, etc.) are woefully ignorant of the role and character of the private two-year college. Much needs to be done, through national publications, press releases, and national spokesmen to inform the general public of what goes on in these colleges.

4. The private colleges need direction. The need was stressed for some kind of full-time staff man - an ombudsman, it was termed at one of the meetings - who would, from a Washington position, stay alert to federal and state legislation, foundation possibilities, public interest stories, etc., and also maintain channels of information (newsletter, etc.) and help to the private colleges, a talented jack of many trades apparently. If the AAJC is

not established organizationally to do this, or is limited by funds, the participants indicated their willingness to make every effort to find funding for this functionary, or to raise the money themselves. Along with this suggestion went the corollary endorsement of a standing or steering committee, recruited from the best leadership talent in the private colleges, to advise and confer with the staff man on a continuing basis.

5. A need exists for cooperative efforts among the private junior colleges to bring down costs of operation, to avoid duplication of effort, and to effect an efficient degree of specialization. Many of these colleges are now too small to be economically or academically feasible. The private college administrators, to take one example, should meet much more often in their own regions in order to exchange ideas and keep pace with the rapid changes in higher education.

6. An urgent need exists for various forms of consultative help, expertise, etc. In this regard, there is widespread and profound appreciation for consulting services which have been made possible through AAJC offices and especially, most recently, in the consulting programs for developing institutions initiated by the Office of Education in partnership with AAJC, Selden Menefee director, under the terms of Title III. The

systematic, permanent establishment of a "talent bank" of consultants in such wide ranging fields as accreditation, program, fund raising, time and space utilization, management, student activities, community relations, alumni relations, and faculty recruitment has wide appeal, not only to the small institutions, but also to institutions with larger staffs and budgets. Not even the large colleges can provide full-time qualified experts for all these growing assignments.

Finally, each of the groups evidenced a most gratifying interest in innovative ideas and programs of all sorts. The participants eagerly took notes about each other's favorite teaching devices, experimental projects, and curricular revisions. Figures on student cost, faculty salaries, and building costs were studiously compared. This lively interest in what was going on at the other campuses found expression in the frequently expressed sentiment that such regional meetings should become regularly scheduled events. Setting the stage for the private two-year college people to get together more frequently may be a tangible dividend of our conferences.

A group of junior college presidents, with wide experience and broadly representative, met in Washington in February to consider the draft of this

report and react to its recommendations. This summary conference served to coalesce the sentiments expressed at our various regional meetings and to evaluate our appraisal of what were the pressing concerns of the colleges.

FACULTY REACTION

The 6th Annual Conference on the Nature and Demands of Two-Year College Teaching included this study of the private junior colleges on its agenda last June. A yearly affair, the Conference has been a notable outgrowth of the AAJC Commission on Instruction. The meetings have helped to broaden the outlook of several hundred participating teachers and to improve junior college instruction on campuses throughout the country.

Sister Pauline of Marymount was in charge of the conference this year and through her efforts, a group of faculty from the private two-year institutions - later to be called, with apocalyptic overtones, the "survival group", met to consider the "centrally crucial" issue of the continued existence of their type of college. The director of this study was asked to participate in their lively and provocative session, and in the course of the discussion, the group went on record as strongly recommending that faculty members in private junior colleges be invited to respond to the questionnaire and that copies be mailed to the appropriate faculty associations.

This request was conveyed to the AAJC office, and through its helpful assistance, a second set of the questionnaire was distributed in September, this time to the faculty secretary at each private two-year college. Responses

were received from faculty at eighty-eight institutions. The individual faculty responses totaled nearly two hundred.

The faculty replies served better to determine a climate of faculty thinking than as data for a statistical analysis. Sometomes a response came on behalf of a faculty group; sometimes from a committee, and more often from individuals just representing themselves. Obviously such responses, while significant and indicative of the faculty's stake in the future of these colleges, do not lend themselves to precise mathematical scoring. In the paragraphs below we give an interpretive report on the faculty reactions especially in those areas in which the faculty stressed points not made so emphatically by the official institutional respondents.

Faculty members appear keenly aware of the advantages of teaching in a private two-year college, the freedom from political pressures, the emphasis on teaching rather than research, the relative remoteness from the "publish or perish" rat race, the advantages of campus life in a residential college, and the close student-teacher relationship. Frequently, their statements on these points reiterate those made by the presidents, but, in addition, often are written with the fresh and penetrating sincerity of one who has just come from an enjoyable classroom experience.

Above all, the faculty cherishes that spirit of flexibility and experimentation which is encouraged in many of our private colleges, an atmosphere which nurtures a willingness to try many different teaching techniques, to be innovative, and, quite directly and candidly, to teach those moral values consonant with the philosophy of the institution. Again and again, the faculty expresses the opinion that the two-year private college is one of the last strongholds where respect for authority, reverence of God, and loyalty for country may still be assiduously taught, and where "plain, old-fashioned good manners" are not yet out of vogue. In their declaration of faith in the colleges in which they teach, these faculty members provide a good cue for all administrators who are looking for the teaching conditions which hold and satisfy these days. One lesson to learn from these replies is that the two-year college makes a grievous mistake to attempt to make over its teacher in the image of the university professor. Much better it is to provide those elements of individuality and freedom in which this kind of teacher - who wants to be a teaching teacher - can convey some sense of his own personality and enthusiasm for his subject to his students in a relatively relaxed - and uncomputerized - atmosphere of learning.

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The college presidents, in responding, were most concerned about the financing of their institutions. The faculty, too, have an awareness of the money it takes to provide quality programs offered by qualified instructors to qualified students. But near at hand they see the need for better classroom space, improved laboratory equipment, faculty offices and parking facilities, and, of course, better salaries. More so than the presidents, the faculty are concerned that recruitment and admissions be geared to attract the type, quality and quantity of students which the college is prepared and equipped to serve.

Faculty sense the growing urgency for improved communication between faculty and administration, faculty and faculty, and town and gown. They have not been insusceptible to the turbulence on the larger campuses this past year and speak of the need to enlist the entire academic community in shaping the present and future of the private two-year college. But despite their awareness of the events which have projected the protesting students and striking teachers of our large and urban educational centers onto the headlines of the past few months, these teachers for the most part want to make it happen differently at their institutions. They seem to be more eager to stand for certain moral values and philosophical precepts than to hurry the day when they take on the dimensions of a "politicized"

and militantly organized university. The trustees and administrators of our private colleges would do well to respond to this gesture of faculty loyalty by the fullest implementation of faculty salaries, benefits and participatory involvement in a spirit of mutual cooperation and respect. As it stands, this faculty spirit is one of the great strengths of the private junior college. The extent to which these colleges can maintain qual[illegible]d and allegiant faculties, committed to ideals of excellence and devoted to the ethical values of the institution, is a key to survival.

RECOMMENDATIONS

I National Leadership

II Government Assistance

III Public Information

IV Consulting Services

V Institutional Cooperation

VI Teachers: A Special Breed

VII Community Partnership

VIII Alertness to Change

I National Leadership

RECOMMENDATION: That the private junior colleges establish and maintain a standing committee, recruited nationally, for the purpose of giving leadership and direction to the cause of the private junior college. The province of this committee, hereafter referred to as the National Leadership Committee, would include national and state legislation, foundation support, public information, internal communication (newsletters, meetings, etc.), and other opportunities to promote and make more effective the role of the private two-year college in American higher education. This committee should function as adjunct or complementary to AAJC and seek through proper liaison the strengthening of the entire junior college movement. It is further recommended, if means of funding be found, that this committee employ an executive director with appropriate staff and office, so that the various essential duties of the Committee be adequately discharged.

* * *

There is no doubt about it. The private colleges, to judge from the responses to the questionnaire and from the comments made at the regional conferences, want very much to have some full-time and persevering representative to watch over their interests. The problem is how it can be financed. Despite the easy assumption made in many private quarters that the AAJC should take care of this, the fact is that AAJC is organized

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along service lines to all two-year colleges, public and private, an organizational arrangement that does not, as presently constituted, permit of this specialized assignment. If we grant that the services of a full-time staff man are desirable, but that AAJC cannot take on the obligation, the choice for the private colleges is to assess themselves for this service or to find, if they are fortunate, some foundation willing to underwrite it. If this is not feasible, the National Leadership Committee could still function most usefully in meeting several times a year to review the position of the private colleges, to make recommendations to the member institutions, and to work in closest coordination with AAJC, utilizing to the fullest whatever resources of AAJC were available. This national committee could also sponsor regional meetings of private colleges, similar perhaps to those which took place in conjunction with this study, for which foundation funds might be found. The willingness of the colleges themselves to underwrite a substantial part of the expense for these meetings, like travel costs, reduces the outlay to reasonable limits.

Even if no funds are available for staff, a standing national committee, composed of experienced leaders in the private junior college field, can perform an excellent service. Its overview of the national scene, its sense of continuity and direction, and its readiness to act might help to build a climate of unity and purpose.

In the event of unforeseen developments, the introduction of new legislation affecting private education, etc., this committee would be in a position

to meet on quick notice and, when necessary, to counsel its full membership accordingly. It could also take the initiative in urging upon the private colleges methods and means of vigorous development and effective service.

II Government Assistance

RECOMMENDATION: That it is in the highest public interest to preserve in this country its traditional system of private and public higher education which provides choice and diversity and that the private junior colleges as an essential part of this system are entitled to full consideration in federal and state programs of assistance, both in student aid and in direct institutional support when appropriate.

* * *

It is in the area of operating income that the private college financial problem has become acute. Operating costs are rising much faster than operating income, despite the desperate upward revisions of tuition and fees. The nation's private institutions have been increasing tuition at an annual rate of about 8% - almost twice that of the rate in the public colleges. The increase of tuition in the private colleges, sharp as it has been, has barely kept pace with the violent rise in cost-per-student rates throughout the nation. Indeed, as William Bowen has pointed out, the annual rate of increase in instructional costs per student is approximately four times the rate of increase in the general costs of our economy. Acute inflation afflicts education.

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As operating costs continue to mount, private colleges will no longer be able to rely on increased tuition and fees. This dilemma is exacerbated in the private two-year colleges because of their heavy reliance on tuition and fees for operating expenses. While nationally, in all institutions of higher education, tuition and fees account for 24% of total operating income, in private junior colleges this figure hovers around 80% (Pine Manor Study). The competitive position of these colleges is endangered and, as that begins to happen, they decline in effectiveness, deteriorating in their standards, losing their better faculty to public colleges, and compromising their institutional pride and competence. If this is allowed to occur, either the non-public colleges ultimately expire or continue to exist only as second-class havens. The state will be required to take them over or provide equivalent education, all at a cost to the taxpayer substantially more than the monies which could be invested in making a place for them in the scheme of higher education through tuition subsidy, direct educational grants, or other forms of help. Specific recommendations concerning the form of state aid are beyond the scope of this study.

As the Carnegie Commission on Higher Education has recently pointed out in its Quality and Equality: New levels of federal responsibility for higher education, the federal government's proportionate share of institutional support will need to rise from about one-fifth at present to about one-third of the new total by 1976-77. This represents a growth from four billion dollars to over thirteen billion dollars in nine years.

Federal aid is of course nothing new, going all the way back to the land-grant movement, and more recently involving such extensive programs as NYA in the depression years and the GI Bill after World War II. Within the last decade a wide range of federal measures has assisted higher education. The Carnegie Commission now calls upon the federal government to establish a far-reaching program of educational opportunity grants so that "all college students with demonstrated need be assured of some financial aid to meet expenses at institutions which they select." Moreover, according to the Carnegie Report, cost-of-education supplements should be furnished to colleges and universities, depending upon the number and educational level of students holding federal grants who are enrolled in the institution. For example, a student enrolled in a lower division would entitle an institution to receive $525 as cost-of-education supplement in 1970-71. This would rise to $750 by 1976-77. The Commission further recommends that these supplements could be used by the institutions to meet general operating costs.

The Carnegie Commission proposals envision keeping the share of private funds for the support of institutions of higher education at their present level of one-half total institutional income. "We feel that this level of private support is important for the autonomy and diversity of higher education. To assure that federal support is given in forms compatible with this private emphasis, we recommend an expanded student aid program giving the student freedom of choice among institutions, a feature which proved so effective under the GI Bill of Rights."

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The importance of federal assistance in the construction of libraries, classrooms and science facilities on many of our two-year campuses cannot be overlooked. As a significant number of private junior colleges increase their proportion of resident students, government credit to build dormitories enables these institutions to offer this housing. To participate fully in the programs of government support anticipated here, the private junior colleges must without delay act to develop their own projections of growth and need, and provide the information and data necessary to those agencies, official or cooperating, charged with the formation of master plans and guidelines in higher education. Becoming an active partner with the state and with other types of institutions in higher education implies an obligation on the part of our private two-year colleges which to some of them has been until now remote or non-existent. The private colleges cannot have it both ways. If they are to be a viable and essential part of the fabric of higher education with the governmental assistance that is involved, they must be responsive to new callings and join in the battle against ignorance, poverty and prejudice.

The junior college people have thoughtfully considered the implications of government aid. To judge from the responses of the questionnaire and the comments of the conferences, the leaders of these institutions are generally agreed that appropriate federal and state aid will not impinge upon their institutional integrity and that, moreover, once they have a clear view of what the nation expects of them, as expressed in government policy, they can enthusiastically apply themselves to their proper role in the scheme of higher education.

III Public Information

RECOMMENDATION: That the private junior colleges, under direction of the National Leadership Committee, and with the assistance of a staff man, if available, carry on a comprehensive, systematic, continuing and nation-wide program of information concerning this type of institution, its advantages, philosophy, diversified offerings, resources, facilities, etc.

* * *

This program of information should be utilized for the recruitment of students, the recruitment of faculty, the public acceptance of such institutions, the awakening of support, financial and otherwise, for these colleges, and their inclusion when legislation, master plans, etc. for higher education are considered. The responses to the questionnaire indicate that the private junior college people feel that the story of some of these institutions should be featured in national publications. They also think that the Junior College Journal should give them more attention. Obviously, constructive publicity is not possible without the raw material and the colleges must not fall into the tempting trap of expecting that all this can be accomplished for them miraculously by somebody in Washington. The essence of good public relations will still be found on each campus, each college doing its own conscientious best to inform its own public. What might be achieved by a staff man - provided he has sufficient and fresh information and has good fortune - is acceptance of an article in

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some publication of immense circulation like the Reader's Digest or Look, for example. The roster of ideas and innovations which have accumulated from the questionnaire is a good beginning from which a perspicacious writer can select several outstanding examples of what the private colleges are doing along the frontiers of education. The story, which we often tell to each other, has not yet been told to the general public.

The private junior college spokesmen are quick to complain that national publicity has been sadly lacking and that the public community colleges have been capturing the lion's share of featured articles, even in the Junior College Journal. In making such comments, they often lose sight of the obvious fact that so far, at least during the past decade, the public colleges have been where the action is. They have, undeniably, been newsworthy, both in terms of their extraordinary growth and their advocacy of a people's college. Perhaps now that community colleges have had their say, the private institutions, featuring not quantitative solutions but special and sometimes unique distinctions, can gain some well-deserved attention.

Too often the private colleges have hesitated to spell out what they consider to be the advantages of their own type of education. They have frequently stood by, hiding their own talents in the shadow of the new public two-year colleges. In this regard, special commendation must go to a few institutions like Green Mountain College which in its brochure, There is a difference ....." candidly considers the differences between public

and private two-year colleges and, for the guidance of the applicant, gives the strong points of each. Such a brochure enables a high school graduate to make up her own mind as to the kind of institution she wants to attend. The Green Mountain brochure succinctly provides information which most improbably would come from a guidance counselor, yet is a precise help to someone weighing a decision to attend the local community college or go away to a residential place like Green Mountain. Other private colleges need to circulate this kind of information.

IV Consulting Services

RECOMMENDATION: That the private junior colleges, under the direction of the National Leadership Committee, and with appropriate assistance from the AAJC office, establish a roster of consultants and specialists, who will be available to advise the colleges in those fields of specialty for which the colleges are not in a position to employ full-time personnel.

* * *

This is a service which the smaller colleges increasingly need as the demands of applying for government grants, soliciting foundation support, developing community related programs, establishing public acceptance, raising funds, preparing for accreditation, etc., become more insistent on nearly all campuses. Budgetary limitations prevent many private junior colleges from obtaining the services of these high-priced experts. Remoteness from Washington and other urban centers is another problem in

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recruitment. The success of the Developing Institutions Program - Title III - attests to the readiness - even eagerness - of these many, relatively small institutions distributed the breadth of the country to avail themselves of expertise when possible. Continuation and extension of the Developing Institutions Program, a large part of which has been of direct benefit to the private colleges, are certainly justified by its remarkable early success. The AAJC Office has performed outstandingly in bringing college and consultant together. This service must be maintained and, when possible, expanded with particular reference to those fields where the need is greatest. The cost of this assistance can be mitigated by the fact that institutions receiving consulting benefits usually defray the professional fees and travel expenses of these specialists.

V Institutional Cooperation

RECOMMENDATION: That the private junior colleges recognize the imperative importance of all forms of cooperation with each other and with the other types of institutions in American higher education, and to this end, take whatever steps are possible to effect or extend working relationships, consortia, affiliated programs, joint fund-raising efforts, and all other cooperative endeavors, both academic and non-academic, which will enlist the forces of higher education in a common effort for the best national interests. It must also be recognized by all agencies and persons charged with the responsibility of planning in the field of higher education that the private junior college plays an essential role and, consequently, that all such

planning, as in state master plans, take into account the rightful place of these institutions.

* * *

An outstanding example of cooperation among junior colleges for the purpose of fund-raising and inter-institutional projects is the Foundation for Independent Junior Colleges of Virginia. The decision to form this organization came after the Virginia junior colleges had been unsuccessful in joining the state's independent college foundation, which had decided to restrict itself to four-year colleges.

Now three years old, this junior college group in Virginia has obtained contributions from nearly 300 business firms. In the first year, 1966-67, $60,000 was raised. Last year this figure went to $92,500. The good results so far this year give hopes of a $150,000 goal. Jesse Barnet serves as executive director. A distinguished roster of business, industrial and banking leaders of Virginia serves as officers and directors. Quite apart from the tangible financial results, one must keep in mind the far-reaching beneficial effects of the support and public attention an organization like this commands.

The Worcester consortium, described in another part of this report, is a cooperative effort among several different types of institutions in higher education to pool their resources to effect savings in purchasing, to make joint use of certain facilities, to provide a system of cross-registration, and to avoid course duplication. Although still very new, this experiment

should be watched with interest for its possibilities of what a metropolitan grouping of colleges can do when working in concert.

The several cooperative projects of the women's colleges in the "Little Six," the many compacts between junior and senior colleges for the transfer of students, the occasional arrangements between private and community colleges to coordinate programs or avoid unnecessary duplication, the growing sense of teamwork as colleges share resources and facilities in programs funded by federal agencies in the war against poverty and slum conditions, all are examples of the pooling of efforts and partnership in personnel so necessary at this time. Unless forces are joined to avoid the costly expenses of fragmentation, an increasing number of our marginal institutions will be forced to close their doors.

Cooperation is, however, a two-way street and it must be remembered that part of the obligation to make it effective lies with the other parties, the community colleges, which often in their preoccupation with expansion disregard their private neighbors, the state colleges and universities, sometimes too big to care, and the state departments of education and planning boards, which should make every effort to involve the public and private colleges as active partners in the field of higher education. From these state officials, whenever feasible, the private colleges need assurance that they are being included in the plans for tomorrow, and that they will have a proper and respectable role to play.

VI Teachers: A Special Breed

RECOMMENDATION: That the private junior colleges, with appropriate direction from the National Leadership Committee and advice and assistance from qualified consultants, develop a system of orientation, in-service training, faculty recruitment policies, and cooperative arrangements with selected four-year liberal arts colleges to identify and develop those particular qualities which contribute to the concept of the ideal junior college teacher, one who likes teaching and the classroom, one who has a personal interest in the intellectual development of the student, and one who possesses a positive sense of loyalty to his institution and its philosophy.

* * *

Each college should have its own well-considered program of faculty orientation and in-service development of the special responsibilities of teaching in a two-year college. The fact should be stressed that, without denigration of research or scholarship, the junior college opportunity lies in classroom dialogue with the student and in that spirit of innovation and educational exploration which these colleges foster. The small but excellent four-year liberal arts colleges could be enlisted for the establishment of an internship program in which young people interested in teaching who are enrolled at such senior institutions be encouraged to try their hand at junior college teaching. The special attributes of teaching at a private junior college could be made appealing enough, especially as

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the public community colleges increase their emphasis on technological courses and the larger colleges and universities become further immersed in numbers. So far the private two-year colleges have made little effort to see the advantages of teaching on their campuses. The public community colleges, with their ample salary schedules, may outbid the private institutions in the money market, but cannot the latter vigorously promote the appealing aspects of their own teaching environment?

To attain the climate of teaching which has been alluded to here - this prepossessing atmosphere where good and enthusiastic teaching thrives - one must provide enough of the material things, and the responsibility at this point is squarely upon the administration. Adequate salaries, fr nge benefits, a good library, proper office facilities, cultural and intellectual opportunities, sabbaticals, participation in college policy and governance, all these will make the institution worth while to the teacher. If these things are disregarded, the faculty will not be long in recognizing that the institution, while adept in professing high ideals, lacks that quintessential integrity without which no college has a claim upon its faculty.

As Roger Garrison has said, in his excellent Teaching In A Junior College, "Where the administration values academic democracy, the faculty has an effective and creative voice in developing and modifying the programs of the college. Innovation and experiment in teaching are encouraged - even expected. And though the students may not be "the best",

by the usual test score yardsticks, and though many of them may need more than a little motivating, a yeasty percentage of them possess considerable talents, often in the arts. Drawing these people out is a teaching challenge of the first order."

VII Community Partnership

RECOMMENDATION: That the private junior colleges exert every effort to become active, essential partners of their communities in social and civic undertakings, involving to the greatest possible extent their students, alumni and faculty and, in implementing these programs, making the broadest possible use of community assistance in the form of advisory boards, church and civic groups, the schools, and other local agencies.

* * *

Incredible changes have occurred in our country within the last few years, and there is a whole new emphasis upon the concept of social responsibility. The implications for the colleges are enormous. In one sense, this represents a serious challenge to those colleges - many of them private residential colleges - which have existed within a community without being part of it. Too often the attitude has nurtured an atmosphere of "ivory tower" remoteness, and a dormant hostility between town and gown. We can no longer enjoy the extravagance of this posture. At a time when government takes an increasing role in the financing of college education, and Americans have become aware of the need for social repair, such colleges will find themselves hopelessly out of the mainstream.

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On the other hand, the opportunity now presents itself, as never before, for the private colleges to show not only a willingness, but an eagerness to enlist in the cause of making America a better place in which to live. Latent resources to support private education reside in every community in which there is a campus. Through active, earnest and effective involvement in local problems, the college can manifest its claim to moral and financial support. At a time when hospitals desperately need nursing aides, when tutors can help faltering pupils from becoming drop-outs, when settlement houses have jobs for college students to fill, the call is clear. The college which fails to imbue its faculty and students with the proper sense of social and moral urgency will get little consideration. Our colleges are inextricably involved in the social problems of the day. Deservedly, government projects, foundation awards, and community support will be going to those institutions which enlist in the battle. Each of our colleges should give continuing attention to its relationship to the constituency and community it serves.

VIII Alertness to Change

RECOMMENDATION: That the private junior colleges, mindful of the unique opportunity for experimentation and innovation, keep their programs and projects under constant scrutiny and revision, and further, that each institution designate an appropriate officer, faculty member, or committee whose function it will be to sustain an institutional alertness to educational

and social needs. To assist the colleges in calling into play all their special advantages, it is further recommended that AAJC maintain a complete and updated inventory of special programs at all member institutions, wide notice and distribution to be made of this inventory.

* * *

Every private college has its own particular constituency. A readiness to respond to what its constituency needs grants a certain stature to the private sector. A capacity to change, a propensity for discovery, and a willingness to explore untravelled paths are the rightful hallmarks of a resourceful private college. No longer can the two-year college justify itself merely as feeder for the university. It must have character and identity of its own, and it must have its own institutional personality. Its degree of adaptability becomes a mark of distinction.

The variety of special and experimental offerings, as revealed by the responses to the questionnaire, is a resource of enormous value. If these programs could be regularly and systematically reported, evaluated, and when justified, widely publicized, the private two-year colleges would receive merited national recognition.

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